



SPOTLIGHT

ON LANGUAGE-BASED TEACHING



Landmark Teaching Principle™ #6

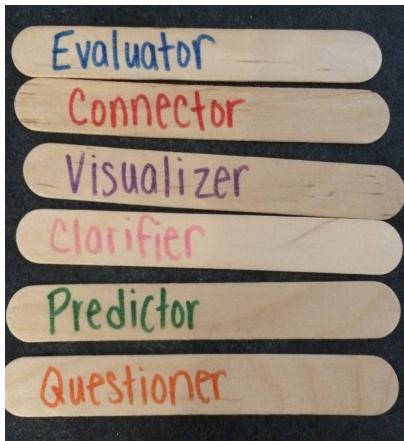
Include Student in Learning Process

CLASSROOM JOBS



General Classroom Jobs

Classroom jobs can be utilized in any classroom. Depending on the specific location and needs of that room and class, particular jobs themselves may vary. However, the general construct is the same. The teacher can decide and/or lead a discussion with the students to determine the most important jobs for that classroom. After jobs have been decided, the teacher can choose students and/or ask for volunteers. These jobs can rotate throughout the year and/or the teacher can rotate which students are responsible for each job. The picture on the left is a depiction of classroom jobs in an Elementary-Middle School classroom.



Using Active Reading Strategies

During reading, students as well as the teacher should incorporate the active reading strategies into instruction. After students feel comfortable with the active reading strategies, they can be utilized as jobs throughout reading. By creating resources such as Popsicle sticks as pictured to the left, the teacher has now put the focus of comprehension on the students. Each student becomes responsible for an aspect of comprehension and thus they must work together to thoroughly understand the material. These active reading strategies could be adapted and applied to most content areas.



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Project-Based Learning

Project-Based Learning models small group work in the sense that students are divided into groups and given a project or a task. While not directly linked to reading and writing, project-based learning also requires jobs. First and foremost, the teacher needs to appoint a group or project leader. That leader (in collaboration with the other students and teacher) will then determine what additional jobs are necessary. Those jobs are then dispersed among the remaining group members.

HOW IS THIS INCLUDING STUDENTS IN THE LEARNING PROCESS?

In order for students to feel invested in their learning, they need to be taking an active part in instruction. By giving students jobs, the teacher is fostering that sense of worth and desire to do well within the classroom. With a job, each student feels as if they are an important and integral part of what is happening within the class. In addition to the students' feelings of inclusion within the process, giving students jobs also places increased demands on comprehension on the students themselves rather than the classroom teacher, thus making the students responsible for the learning and continuity of the class.